SIAST
SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

SIAST Longitudinal Study - Part II

Prepared by:

SIAST Research and Development

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Saskatchewan Institute Of Applied Science And Technology

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List of Figures

Figure 1 Response Rates 5

Figure 2 Further Training Since 1991 6

Figure 3 Type of Further Training 7

Figure 4 Objective for Taking Further Training 8

Figure 5 Current Employment 9

Figure 6 Factors to Higher Earnings 10

Figure 7 Objectives for Taking Education or Training 12

Table of Contents

Executive Summary 1

1.0 Introduction 2
- 1.1 Background 2
- 1.2 Objectives of the SIAST Longitudinal Study - Part II 3

2.0 Methodology 3

3.0 Other Research 4
- 3.1 Returns of Investment in Further Education 4
- 3.2 Increased Demand for Technical Education 4

4.0 Results of the Study 5
- 4.1 Response Rates 5
- 4.2 Further Training 6
- 4.3 Type of Further Training 7
- 4.4 Reasons for Taking Further Training 8
- 4.5 Employment Status 8
- 4.6 Factors Contributing to Increased Earnings 10
- 4.7 Current and Future Participation in Further Training 11
- 4.8 Need for Certification 12
- 4.9 Student Characteristics 13
- 4.10 Attitude Towards Education 13

5.0 Conclusion 14

6.0 References 14

Appendix A: Response Rates
Appendix B: Data Analysis: List of Programs Taken since 1991
Appendix C: Data Analysis: List of Current or Planned Programs
Appendix D: Student Comments
Appendix E: Questionnaire

Executive Summary

- 49% of respondents had taken further training five years after entering a SIAST program in 1991.
- 29% had taken further training three years after entering a SIAST program in 1991.
- 18% were taking further education at the time of the 1996 survey.
- 50% were planning to take further education and training in the next 18 months.
- Participation in further training was not significantly different for students who had completed the original program compared to those that had not completed the program.
- Students were more likely to diverge from the original program over time. In 1994, 5% of further training was not related to the original program; in 1996, 31% of further training was no longer related to the original program.
- Continuing training does not necessarily ladder into higher levels of credentials, but is generally a broadening of skills rather than increased specialization or "keeping up" with new technologies in the field.
- SIAST graduates continued to utilize SIAST as a means to further training.
- Improvement in job opportunities was the primary objective for 74% of respondents.
- Higher wages was the primary objective for 43% and the secondary objective for 24% of respondents for taking further training.
- There is a slight correlation between employment and having taken further training.
- After "more experience", "having taken further training" is the second most important factor that is perceived to have contributed to higher earnings.
- Students with a grade "above 80%" in high school were more likely to have completed their 1991 program and to continue taking further education and training when compared to the original cohort of all first year students entering year one of a certificate or diploma in 1991.
- Students who had expressed a higher goal commitment in 1991 were more likely to continue with further education and training.
- Female students were more likely to continue with further education and training.
- Aboriginal, disabled and those students coming through the ABE stream were less likely to continue.
- 91% of all respondents said that any education or training should be for credit towards a certificate +or diploma.

1.0 Introduction

Working life is shifting from a linear pattern of working at one or several jobs in a logical progression which defines a career, to a pattern of continual learning and working at multiple and different types of work. This means that in order to stay employed or to be able to create one's own job, people will need to "keep on learning" throughout life. In some cases this will require a complete shift in occupation, and in other cases it requires developing some specialized or complementary skills.

It can be argued that the post-secondary enrolment growth in the 1960s was due less to the increase in college-age population than it was to the higher participation rate based on the expectation about future earnings that a university degree would bring. To some extent a similar phenomenon is now occurring for continuing education, the quest to constantly update and further advance one's education is fueled by expectations that there is an economic gain to be made, or that a decline in earning power would be experienced if skills are not constantly updated.

Do people radically switch career paths or do they build on what they have already learned? Why do people continue to take further training? Are there certain characteristics of these continuous learners that distinguish them from those that do not continue with formal learning? We tried to obtain answers to these types of questions in part I of the *SIAST Longitudinal Study*. We found that most students build on what they already have learned and they are likely to have a strong goal commitment and a strong belief that a credential would lead to more job opportunities and higher income.

In the *SIAST Longitudinal Study - Part II*, we attempted to determine whether the respondents' stated objectives of taking additional training were indeed met. Did more education and training lead to higher wages, did it lead to more employment opportunities and was it perceived to be a main factor in career advancement?

1.1 Background

In the fall of 1991, the Saskatchewan Institute of Applied Science and Technology (SIAST) set out to examine the factors that influence retention of first year students. In addition to the usual factors documented in the literature, such as goal commitment, academic and social integration, educational ability, student characteristics and so on, we also looked at the labour market conditions. We found a very strong correlation between the relative difficulty in obtaining employment in an occupation and the completion rates.

In the fall of 1994, we built upon the *SIAST Retention Study* and we surveyed the same group of students in order to follow the career paths of these previous SIAST students. We wanted to determine whether students continue to take further training in the same general field or do they change career paths. Do those students who continue learning demonstrate different demographic characteristics and attitudes, were they more likely to have completed their previous study? The results were documented in the *SIAST Longitudinal Study.*

Two years later, in the fall of 1996, the same cohort was once again surveyed to establish the reasons for continuing education and if these objectives were met. The results of this report.

1.2 Objectives of the SIAST Longitudinal Study - Part II

The objectives of the 1996 SIAST Longitudinal Study were to study the career paths of students and in particular to determine:

- the reasons why students pursue further education;
- if students continue in the same field or change careers when pursuing further education;
- if income levels and job opportunities improve by continuing education and training;
- if "continuous learners" hold a stronger belief in the value of education as a means to obtain higher wages and greater job opportunities compared to non-continuers;
- if "continuous learners" have a significantly different student profile compared to the overall student body.

2.0 Methodology

The data for all parts of the study were obtained by using four questionnaires that were mailed to the participants over a period of five years. These questionnaires were coded with an identifier number which was used for the same student for all four surveys. The respondent group of the subsequent questionnaires could, therefore, be extracted from the original database so that specific answers given in previous surveys, such as those relating to attitudes and demographics, could be compared for various groups.

- Questionnaire #1 was mailed in October 1991 to all first year students (n=2,822), registered at SIAST in a certificate or diploma program. Names and addresses were supplied by the SIAST registrars. 1,557 or 55% responded.

- Questionnaire #2 was mailed to the respondents of questionnaire #1 (n=1,557) at the end of their first year (June 1992) and this identified the "completers". 720 or 45% responded. The findings of these two surveys were reported in the *SIAST Retention Study* (released in February 1993).

- Questionnaire #3 was sent in September 1994 to all respondents to questionnaire #1 (less any surveys returned as undeliverable from questionnaire #2) or a total of 1,498. 409 or 27% completed questionnaires were received. The findings of this survey resulted in the *SIAST Longitudinal Study* (released July 1995) and identified the "continuers".

- Questionnaire #4 was sent in September 1996 to all responders to Questionnaire #2, less any returned as undeliverable in subsequent rounds (n=1,096). A total of 229 or 21% completed questionnaires were received. The findings of this fourth survey are reported in this report, the *SIAST Longitudinal Study - Part II.*

The respondents to questionnaire #4 were extracted from the previous databases and analyzed as to significant differences in demographic characteristics and certain beliefs and attitudes relative to the value of further education as expressed five years ago (in questionnaire #1).

3.0 Other Research

The value of further education and training is well documented. Earning power and income are positively correlated with more education.

3.1 Returns of Investment in Further Education

Society as a whole benefits by having an educated workforce, yet individuals reap the greatest returns on the investment in education as measured by increased earnings and a wider range of employment opportunities. Students' decisions about post-secondary educational options are strongly influenced by the expected return regarding future earnings. In a study, conducted by David Stager from the University of Toronto, the returns on investment on education accruing to individuals in 1990 ranged from 7% in the humanities, 15% for law, engineering and commerce and up to 21% in medicine. Returns are generally higher for women than men. The 1990 results were virtually unchanged from the 1985 results.

The study also examined the effect of changing tuition fee levels on returns. The results showed that doubling tuition fees from 1990 levels, or abolishing fees, would change the rates of return by only about two percentages points in either direction.

(Source: Stager, David A.A. "Returns to Investment in Ontario University Education, 1960-1990, and Implications for Tuition Fee Policy", The Canadian Journal of Higher Education, Vol. XXVI-2, 1996.)

3.2 Increased Demand for Technical Education

Technical training, as compared to university level education, will become more important to prepare the labour force that will be required in the future. Between 1996 and 2001, the largest number of job openings in Saskatchewan will require two to three years of post-secondary education or skill level B (as defined by the National Occupation Classification System).

43% of all job openings (comprised of new positions and attrition) will require skill level B compared to only 11% that will require university education and about 12% of all job openings that are considered management occupations. For management

occupations factors other than education or training are often more significant determinants of employment.

(Source: Canada-Saskatchewan Strategic Initiatives - Labour Market Information Project, Preliminary Forecasts.)

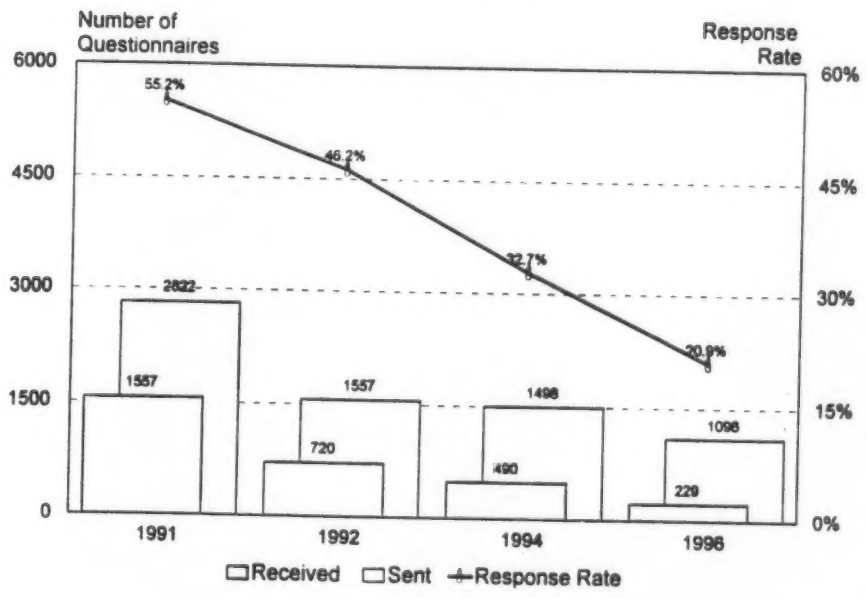
4.0 Results of the Study

The results of this study (Longitudinal Study - Part II) are based on 229 respondents; however, throughout this report we will make reference to the previous surveys of the SIAST Retention Study and SIAST Longitudinal Study - Part I. For details refer to the Methodology section.

4.1 Response Rates

The response rates dropped over the five years which is expected since it becomes more and more difficult to trace the original students who were enrolled at SIAST in the fall of 1991. With the exception of four respondents, who removed the original identifier number, all other respondents could be traced back to the databases of the three preceding questionnaires. The results that compare responses to previous surveys regarding attitudes, beliefs and demographic characteristics are therefore based on n=225.

Figure 1 Response Rates



For details of response rates by institute and program area refer to Appendix A.

4.2 Further Training

Question #1
Did you take any further training since you were enrolled at SIAST in 1991?

1994 - 29% said yes
1996 - 49% said yes

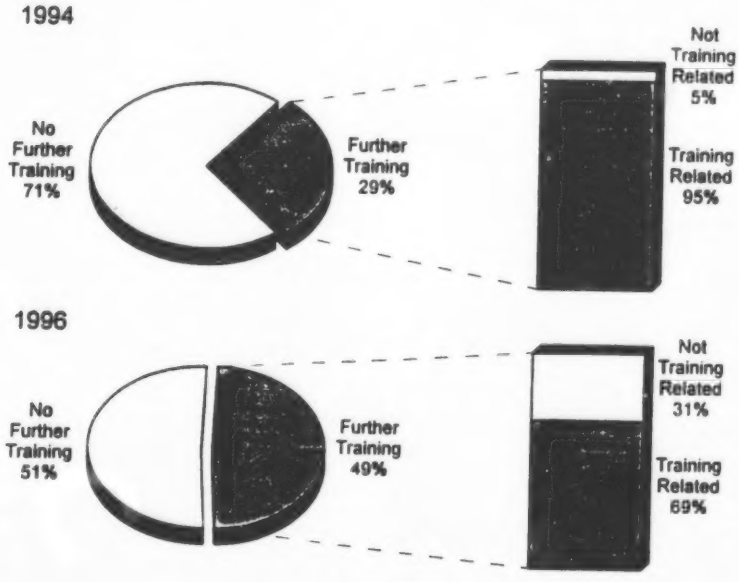
This question was further analyzed to determine whether students who had completed the original program (as determined in questionnaire #2) had a higher participation rate in continuing education. There was no significant difference. Both groups (completers and non-completers) had continued further education and training at similar rates.

Question #2
Was this education or training directly related to the program you took in 1991?

When asked in September 1994, 29% had taken further training and only 5% had taken further training not related to the original program. When asked in October 1996, 49% had taken further training after 1991 and 31% had taken training that was not related or in the same field as the program they had taken in 1991.

The data seem to indicate that as time goes by, students are more likely to diverge from their original field of study and branch out into different areas and start to pursue different careers.

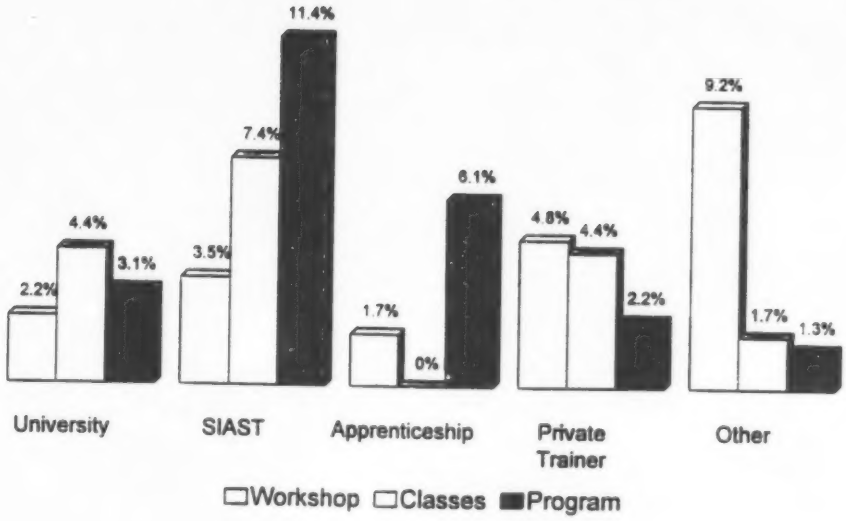
Figure 2 Further Training Since 1991



4.3 Type of Further Training

Question #3
What type of education and training did you take?

Figure 3 Type of Further Training (n=229)



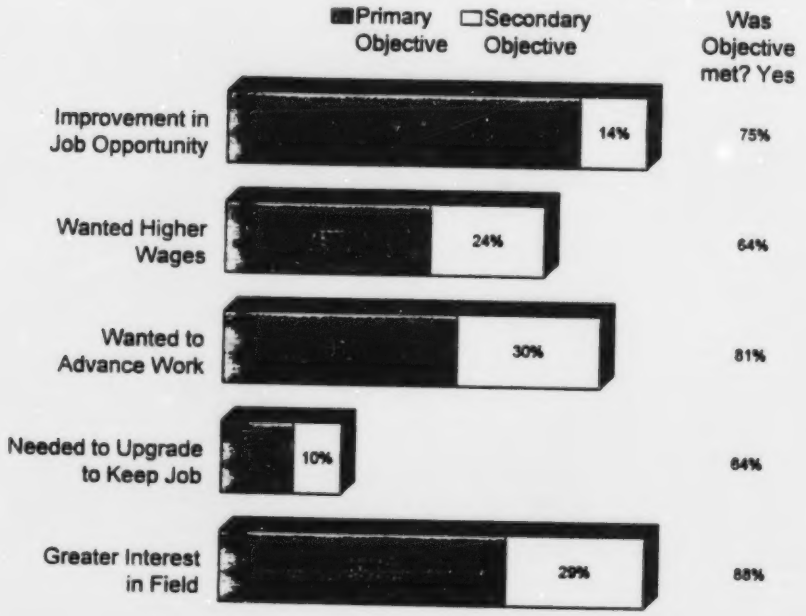
SIAST was a preferred training provider, with 7.4% of respondents having taken classes and 11.4% having taken programs at SIAST.

See Appendix B for details on the type of training that was taken.

4.4 Reasons for Taking Further Training

Question #5
To what extent did you have the following objective in taking additional education and training? Were your objectives met?

Figure 4 Objective for Taking Further Training



Pursuing further education and training was more likely to meet the objective to satisfy an interest in the field and advance in work rather than to achieve higher wages. 13 Respondents indicated other reasons, such as "improve skills", "keep skills current", "employer request" and "personal interest". 85% of these said that their objective was met.

4.5 Employment Status

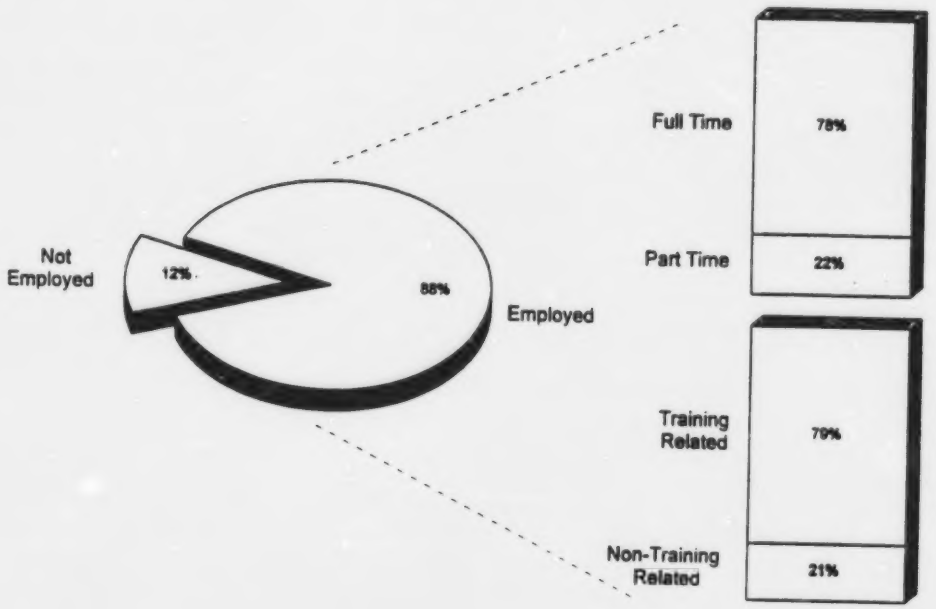
Question #6
Are you currently employed?

Question #7
Do you generally work full time or part time?

Question #8
Is your current employment directly related (i.e. in the same field) to the SIAST program you took in 1991?

- 88% of respondents were employed at the time of the survey.
- Of those that are employed 78% were employed full time and 22% were employed part time.
- Of those that are employed 79% stated that their current employment is directly related to the SIAST program they took in 1991.

Figure 5 Current Employment



Cross tabulations and chi-square tests were conducted to determine whether the group that is currently employed has taken more "further education and training" than those who are not employed. Of those that are currently employed, 49% had taken further training; of those that were unemployed at the time of the survey (November 1996) 46% had taken further training. There is a slight correlation between being employed and taking further training.

Analysis was also conducted to determine whether those respondents who are currently employed in occupations that are related to the training received in 1991 are more likely to be in full time positions; a slight positive correlation was found. Of those currently in training related occupations, 80% are full time compared to 78% full time employment of those in non-training related occupations.

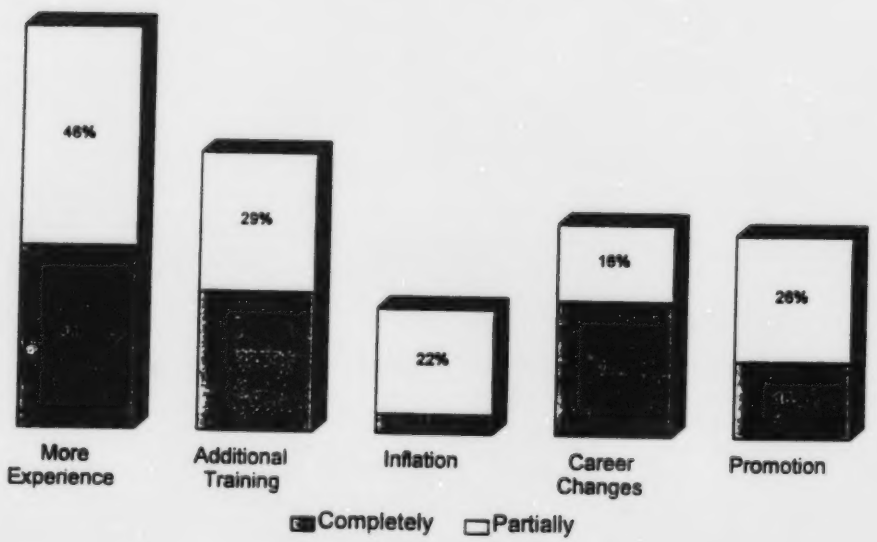
4.6 Factors Contributing to Increased Earnings

Question #9
If you are earning more than you were in 1992, to what extent do you think this increase in salary can be attributed to:

- ***more experience***
- ***additional education or training***
- ***inflation***
- ***career change***
- ***promotion***

The majority of respondents to this question attributed an increase in earnings to more experience; 38% attribute a salary increase "completely" to more experience and an additional 46% indicate that more experience can be attributed "partially" to increased salaries. The next highest reason for having attained higher earnings is attributed to additional education and training; 29% stated that any salary increase could be "completely" attributed and another 29% that it could be "partially" attributed to more education. Career change is also seen as a major factor; promotion and inflation are seen to be contributing factors as well, but less important.

Figure 6 Factors to Higher Earnings



Other factors that contributed were union contracts, increase in seniority, working hard, and demand in the field.

4.7 Current and Future Participation in Further Training

Question #10
Are you currently taking any further education or training?

18% are currently taking further education.

Question #11
Are you planning to take further education or training in the next 18 months?

50% are planning to take further education.

Question #12
What type of education or training are you presently taking or planning to take?

Current education and training

Taking classes or courses is the most frequently cited current training activity. Eleven respondents are currently taking some workshops or seminars (defined as being up to 3 days), 22 are currently taking classes or courses (defined as being less than 40 hours), and 11 are currently taking a program (defined as being over 40 hours of training). The university is the most frequent supplier for classes and programs that are currently taken.

Planned training

- Private trainers are most frequently cited for planned workshops.
- SIAST is most frequently cited as the place to take classes/courses.
- The university is most frequently cited for planning to take further programs.

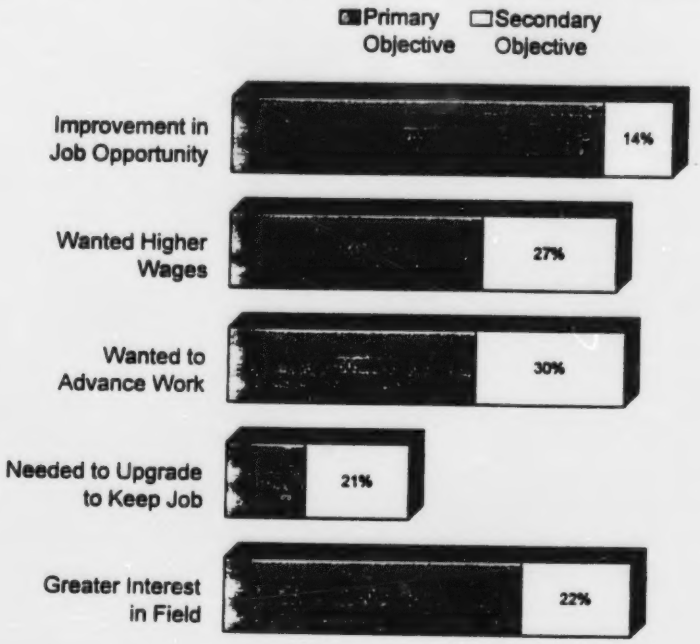
For a list of current and planned training refer to Appendix C (pages 18 and 19 of Data Analysis).

The majority (36) of all continuing education activity is in the health and social services area. This may perhaps be fueled by an anxiety over job security. The next highest group (7) of training activities was in business, accounting and administration.

The rate of technological change in computer related occupations is rapid and we would expect a great need for continuing education; however, only 2 respondents indicated that they are taking further training in computers and one was possibly planning to take further computer training.

Question # 14
To what extent do you have the following objective in taking or planning to take this education or training?

Figure 7 Objectives for Taking Education or Training



The reasons for current and planned further training correspond largely to the reason given for why additional training was taken in the past. The only notable exception is a stronger expectation that further training would lead to higher wages or salaries.

4.8 Need for Certification

Question #15
Do you think that taking any education or training should be for credit towards a certificate, diploma or degree?

Yes - 91% No - 9%

Certification is clearly preferred by the overwhelming majority of respondents. The implication for training providers is that care should be taken to develop training events which can be used as blocks that can be built or laddered into a larger program with a completion credential. Comparing this group of students to the original cohort entering SIAST in 1991, it was found that the continuous learners held a slightly stronger belief in the value of education in terms of finding employment and earning a higher income with a certificate or diploma. This group had also expressed higher goal commitment in 1991.

4.9 Student Characteristics

There are significant differences in the group that has continued taking training compared to the original cohort of students and those that did not complete the program.

- Students with a high school grade of "above 80%" are more likely to complete their program and they are more likely to continue further education and training. 33% of all continuous learners had a high school grade of "above 80%"; 21% of all first year students (in 1991) had a high school grade of "above 80%"; 7% of those students that did not complete their original program had this grade.

- Students coming through the Adult Basic Education (ABE) stream are less likely to complete their training or to continue with further training.

- Female students are more likely to continue taking further training. 69% of those that continued were female compared to 54% of the original cohort.

- Aboriginal students are less likely to continue with further education. In the original cohort of students, 6.2% had self-identified as being of aboriginal ancestry and of the continuers only 2% were of aboriginal ancestry.

- Disabled students are slightly less likely to continue. 4.9% of the original cohort had self-identified as being disabled and their proportion had fallen to 4.1% of the continuers. There was, however, a significant difference in the non-completer group. Of all those who did not complete the program (as indicated by questionnaire #2 in 1992), 11.2% had identified as being disabled.

4.10 Attitude Towards Education

In the original 1991 questionnaire, students were asked "During the next 5 - 10 years what is the highest level of education you plan to achieve?"

At that time 18.3% said they wanted to achieve a 4 year university degree and 11% wanted to undertake graduate or professional study beyond a 4 year degree. It would have been expected that those who had these expectations would continue with further education. However, the survey did not find this to be the case. It was actually found that of the group that had continued with further education, only 15.8% had indicated five years ago that a 4 year degree was the highest level they planned to achieve and that only 8.6% wanted to pursue further graduate or professional studies.

What this seems to indicate is that continuing education is not seen as a linear progression from certificate, diploma to degree and further professional or graduate study, but rather a lateral branching out.

5.0 Conclusion

Lifelong learning is here to stay and former SIAST students are active participants in the quest to pursue further training and education. Over the years, the continuing education activities of those that were surveyed have branched out from the original training. Training does not take a linear path towards greater in depth learning and specialization and subsequent higher levels of certification, but rather it is additive in a horizontal or lateral way. Students do not change careers radically, but they branch out by taking some closely related topics that give them greater flexibility in the job market. The objective of continuing with further education is not a greater specialization, which could actually limit one's choices in the job market, but to widen the range or scope of job opportunities.

The reasons for continuing training and education vary, but "improvements in job opportunities" and a desire for "higher wages/salaries" are clearly primary objectives. The objective of taking further training in order to "upgrade skills" or "keep current job" was ranked relatively low. This low ranking together with an analysis of the various programs that are pursued give rise to some concern. High technology areas that we would expect to require constant upgrading (such as computers) are barely mentioned as being topics for further training.

The majority of students did perceive that their objectives of greater job opportunities and job advancement were met by taking further training. The objective of obtaining higher wages was met to a lesser degree.

The students pursuing continuous learning held a slightly stronger belief, compared to the original cohort of students, in the value of education as a means to increasing the prospects of employment and earning a higher income.

Students who are continuous learners were more likely to have obtained higher grades in high school and be female. Aboriginal students, disabled students and those who have come to SIAST through the Adult Basic Education (ABE) stream are less likely to pursue further education.

For student comments on the concept of Life Long Learning refer to Appendix D.

6.0 References

Canada-Saskatchewan Strategic Initiatives - Labour Market Information Project, Preliminary Forecasts.

Stager, David A.A. "Returns to Investment in Ontario University Education, 1960-1990, and Implications for Tuition Fee Policy", The Canadian Journal of Higher Education, Volume XXVI-2, 1996.

Appendix A

Response Rates

SIAST Longitudinal Study - Part II
November 1996

Kelsey Institute

Program	Number Surveyed	Number of Respondents
Animal Health Technology	11	5
Biological Sciences Technology	4	2
Certified Combined Technician	8	2
Chemical Technician	5	2
Diploma Nursing I	73	19
Indian Diploma Nursing	4	0
ECD Certificate	12	1
ECD Diploma	14	5
Food Services Administration	17	3
Hotel and Restaurant Administration	10	4
Library Technician	15	4
Medical Laboratory Technology	24	5
Medical Radiation Technology	11	5
Professional Cooking	7	1
Recreation and Leisure Diploma	30	8
Rehabilitation Worker Certificate	18	4
Rehabilitation Worker Diploma	12	6
Retail Meat Cutting	5	0
Youth Care Worker	4	2
Agricultural Machinery Technician	11	2
Auto Body Technician	13	1
Automotive Service Technician	24	4
CAD/CAM Engineering Technology	10	2
Heavy Equipment Mechanics	25	3
Industrial Electronics Technician	14	4
Industrial Electronics Technology	23	3
Industrial Mechanics	6	1
Microcomputer Management	16	3
Machine Shop	8	1
Parts Management Technician	17	3
Power Engineering	9	1
Refrigeration & Air Conditioning	5	0
Welding	20	2
Total	**485**	**108**

Response Rate - 22%

Palliser Institute

Program	Number Surveyed	Number of Respondents
Auto Body Technician	5	1
Automotive Service Technician (MVMR)	4	1
Carpentry	2	0
Electrician	1	0
Electronics Service Technician (Radio-TV)	8	3
Masonry	5	0
Professional Cooking	4	0
Welding	3	0
Architectural Engineering Technology	6	0
Civil Engineering Technology	8	0
Computer Engineering Technology	4	0
Computer-Aided Design & Drafting Technology	2	0
Electrical Engineering Technology	1	0
Electronics Engineering Technology	7	1
Instrumentation Engineering Technology	4	1
Surveying Engineering Technology	3	0
Water Resources Engineering Technology	3	1
Office Education	6	2
Business I	55	5
Total	**131**	**15**

Response Rate - 11%

Wascana Institute

Program	Number Surveyed	Number of Respondents
Dental Assisting	32	12
Diploma Nursing	76	13
Emergency Medical Technician	34	9
EMT - Paramedic	5	0
Health Record Technology	10	4
Practical Nursing (Nursing Assistant)	32	9
Psychiatric Nursing	41	8
Office Education	71	17
Auto Body Technician	7	2
Automotive Service Technician (MVMR)	5	0
Building Systems Technician	5	1
Drafting Technician	6	0
Electronic Communications Technician	5	1
Graphic Arts Production	14	4
Machine Shop Practice	8	2
Major Appliance Servicing	3	2
Outdoor Power Equipment Technician	2	0
Photographic Technician	2	1
Welding	10	1
Total	**368**	**86**

Response Rate - 23%

Woodland Institute

Program	Number Surveyed	Number of Respondents
Business Computer Programmer	4	0
Business Administration	14	0
Carpenter	5	0
Chemical Dependency Worker	6	2
Corrections Worker	12	2
Cosmetologist	7	0
Driver Training	7	1
Early Childhood Development	7	2
Electronics Service Technician (Radio-TV)	3	0
Heavy Equipment Operator	6	1
Integrated Resource Management	11	3
Micro-Electronics Technician	3	0
Office Technology	15	4
Outdoor Power Equipment Technician	2	0
Professional Cooking	2	0
Truck & Transport Mechanical Repair	4	1
Welding	3	0
Total	**111**	**16**

Response Rate - 14%

Total All Institutes

Total	**1,095**	**225**

Response Rate - 21%

Appendix B

Data Analysis:
List of Programs Taken since 1991

3. What type of education or training did you take? OTHER - PROGRAMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	1.3	100.0	100.0
	Total	3	1.3	100.0	
Missing	System Missing	226	98.7		
	Total	226	98.7		
Total		229	100.0		

4. If you took a Certificate, Diploma, Degree or Apprenticeship program, what was the name of the program?

ABS - A1 BREEDING PROGRAM
ACC/PAC ACCOUNTING/BOOKKEEPING
ACCOUNTING
ADVANCE CARDIAC LIFE SUPPORT
AED PROVIDER
AGRICULTURE MACHINERY TECHNICIAN
AMT
AST I, AST II, ASEP
B.C.'S ACCREDITED SILVICULTURE SURVEYOR
B.T.L.S. PROVIDER
BACHELOR OF SCIENCE IN NURSING DEGREE-POST RN
BASIC PIPEWELDING - TIG & STAINLESS
BUSINESS-HUMAN RESOURCE MANAGEMENT
BUSINESS & ACOUNTING CERTIFICATE COURSES
BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION DEGREE
CERTIFIED COMBINED TECHNICIAN
COSMETOLOGY
CURRENTLY WORKING ON B.SC. IN COMPUTER SCIENCE
DANGEROUS GOODS, POIC, FIRST AIDE
DEGREE IN INDIAN SOCIAL WORKER
DENTAL ASSISTING, DENTAL HYGIENE
DID NOT RECEIVE ANY PAPERS-IT WAS AN EXTENTION C
DIPLOMA NURSING
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DIPLOMA NURSING
DIPLOMA NURSING YEAR 2
DIPLOMA, AUTOMOTIVE SERVICE TECHNOLOGY
EARLY CHILDHOOD DEVELOPMENT
EARLY CHILDHOOD DEVELOPMENT
EARLY CHILDHOOD DEVELOPMENT DIPLOMA
ECD DIPLOMA
ELECRONIC SERVICE TECH. & ADVANCED VIDEO SYTMS
ENG. (MECH.)
ENGLISH & PSYCHOLOGY
FIRST RESPONDER/FIRST AID/CPR INSTRUCTOR
GROUP FAC. OFFERED THROUGH BSD TRAIN.& RESOUR
HEAVY EQ. MECH APPRENTICESHIP & ARTS DEGREE
HEMP
HOME CARE AIDE - CERTIFICATE
HOTEL & RESTAURANT ADMINISTRATION
IN HOUSE DEVELOPMENT-COURSE OFFERED AT WORK
LEGAL RECEPTIONIST
LEGAL SECRETARIAL COURSE
LIFE SKILLS COACH TRAINING (KENDERDINE CAMPUS)
MACHINE SHOP

MAGNETIC PART.&LIQ.EXAMS CSB LEVEL II CERTIFIED
MASSAGE THERAPY (FALL/96 TO MAY/98)
MECHANICAL ENGINEERING TECHNOLOGY
MEDICAL LABORATORY TECH - TRAINING PROGRAM
MOTOR VEHICLE MECHANICAL REPAIR
MVBR - AUTO BODY REPAIR
NH3 HANDLING, JOB ORIENTATION COURSE
PARTS APPRENTICESHIP
PARTS MANAGEMENT -3RD YEAR/WROTE JOURNTICKET
PLACING AND CARVING AMALGAM
POWER ENGINEERING
POWER ENGINEERING - 4TH CLASS
POWER ENGINEERING - FIREMAN CLASS
PRESENTLY ENROLLED IN U OF S FOR SPEECH LANG.
PRODUCTION LINE WELDING
PROVINCIAL JOURNEY CERTIFICATE -PAINTING&DECOR
PSYCHIATRIC NURSING
REALITY THERAPY CERTIFICATION
REFRIGERATION AND AIRCONDITIONING
REHABILITATION WORKER II
REHABILITATION WORKER II
REHABILITATION WORKER PROGRAM
RN NURSING DIPLOMA PROGRAM
RPN ADVANCED DIPLOMA
SPANISH
ST.JOHN AMB. /HOME CARE/SPECIAL AIDE PROGRAM
SUICIDE INTER.,RATIONELE EMOTION THER., W.C.T.
TRUCK & TRANSPORT MECHANIC
TRUCK DRIVER TRAINING (SIAST)
UPDATED CHEMISTRY 30- VICOUNT BENNET, CALGARY
WELDING
WELDING
WINDOW FUNDAMENTALS HEALTH ASSESSMENT
WORD PERFECT 6.1 FOR WINDOWS

5. To what extent did you have the following objectives in taking this additional education or training? IMPROVEMENT IN JOB OPPORTUNITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not An Objective	12	5.2	12.0	12.0
	Secondary Objective	14	6.1	14.0	26.0
	Primary Objective	74	32.3	74.0	100.0
	Total	100	43.7	100.0	
Missing	System Missing	129	56.3		
	Total	129	56.3		
Total		229	100.0		

Appendix C

Data Analysis:
List of Current or Planned Programs

13. If you are taking or plan to take a Certificate, Diploma, Degree or Apprenticeship program, what is the name of the program?

A BOILER MAKER
ACCOUNTING
ACCOUNTING COURSE
ADMIN. OF MEDICATIONS
ADMINISTRATION
APP. IN ELECTRONICS SERV.
APP.LEVEL 4 A.S.T.
ARTS EDUCATION & FINE ART
ARTS&SCIENCE- U OF S
AST
AST
AUTO MECHANICS
B.SCIENCE COMPUTER SC.
BACH. SCIENCE -NURSING
BCH.SC. NURSING & MGMENT
BLUE PRINT READING
BSC MIDWIFERY DEGREE
BTLS - EMT A
BUSINESS ACCOUNTING
BUSINESS ADMIN. DEGREE
BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
CCT - DISTANCE ED. (XRAY)
COMPLETING REALTIY THER.
COMPUTER INFOR. SYSTEMS
COMPUTERS (COMP 120)
DEGREE IN BIOLOGY-MICRO
DEGREE IN BUSINESS MGMT
DEGREE IN NURSING
DEGREE IN NURSING
DEGREE SCIENCE - POST RN
DENTAL HYGIENE
DENTAL HYGIENE
DENTAL HYGIENE (IN 1ST YR)
DRUG ADMIN. FOR LPNS
EARLY CHILDHOOD DEVELOP
ELECTRICAL FIELD
EMT-WHICH WAS CANCELLED
ENGINEERING
ENVIROMENTAL STUDIES
FIRST AIDE
FLIGHT SCHOOL
HUMAN JUSTICE
INTER-PROVINCIAL AGR./HD
LIFESKILLS COACH TRAINING
MACHINE SHOP
MANITOBA-HEALTHSC. CENT
MASSAGE THERAPY
MASTER IN PSYCHOLOGY
MAYBE COMPUTER-NOTSURE
MILLWRIGHT APPRENTICESH
NATIONAL CABLE TECHNICIAN
NOT SURE
NOT SURE YET
NOT TAKING A COURSE
NURSE MIDWIFRY
NURSE MIDWIFRY
NURSING DEGREE
OR COURSE
POLITICAL STUDIES/ADMIN.
POSSIBLY NURSING DEGREE
POST-RN PROGRAM- U OF S
POST RN BSN DEGREE
POWER ENGINEEING -3RD CL
PUBLIC SERVICE WORK

RECREATION ADMIN. DEGREE
REGISTERED NURSE
REHAB. WORKER CERT.
SOCIAL WORK
SOCIAL WORKER/GUARD-WL
SOCIAL WORKER/HUMAN SER
SOMETHINGTODO W/TRAUMA
SPEECH LANG.PATHOLOGY
SPEECH LANGUAGE PATH.
TEACHER ASSOCIATE COURS
TIG WELDING
TRUCK MECHANIC REPAIR
TTMR
ULTRA SONIC EXAM. CGSB
ULTRASOUND-DIPLOMA
UNDECIDED - BUSINESS ACCT
WELDING CWB 14-1

14. To what extent do you have the following objectives in taking or planning to take this education or training? IMPROVEMENT IN JOB OPPORTUNITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not An Objective	13	5.7	10.7	10.7
	Secondary Objective	17	7.4	13.9	24.6
	Primary Objective	92	40.2	75.4	100.0
	Total	122	53.3	100.0	
Missing	System Missing	107	46.7		
	Total	107	46.7		
Total		229	100.0		

14. To what extent do you have the following objectives in taking or planning to take this education or training? WANTED HIGHER WAGES/SALARIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not An Objective	25	10.9	22.1	22.1
	Secondary Objective	30	13.1	26.5	48.7
	Primary Objective	58	25.3	51.3	100.0
	Total	113	49.3	100.0	
Missing	System Missing	116	50.7		
	Total	116	50.7		
Total		229	100.0		

Appendix D

Student Comments

SIAST Longitudinal Study - Part II
Comments

Survey #	Comment

Kelsey Institute

Animal Health Technology

3	My concept of life long learning is anything you gain in the knowledge of education, whether it be day to day living or education. Though school is never a waste of time, anyway of learning through life makes the next day of life easier to live.
15	I feel life long learning is a definite must in this day and age. I feel if you're not willing to learn more about your profession, you're definitely in the wrong profession. I am pleased that AHT'S have continuing education, although I am sorry to hear Kelsey is having to cut back on the AHT course. The course was perfect for preparing me for the "real world in 1991". I hope that with these cutbacks with the program and time at vet college do not put the program's accreditation in jeopardy. I also hope that future technicians will be able to fit into the working society as well as I was able (due to the level of learning and teaching I had).
23	In order to contribute fully to your job and keep up with changes, you must keep learning. This also keeps you interested and fulfilled I find.

Biological Sciences Technology

52	Life long learning will soon enough be a necessity as technology continues to change and in order for people to advance in the work force. People are also often required to do more skills in their job and therefore need continued learning.
76	My Kelsey training has left me extremely underqualified to work in the area of my certificate. I find the stats released by Kelsey to be very misleading since the employment rates do not include those who have had to leave the field because of lack of employment. (straight from the program head).
78	It is a valuable concept but very difficult in rural Saskatchewan.

Chemical Technician

112	Continuing education is necessary to compete in today's changing working environment. Increasing layoffs and job losses make it important to adapt to change and therefore, continue learning to face these problems.

Diploma Nursing

126	You are never too old to learn whether it is through a secondary educational institution or through your co-workers.
140	It's a necessity as there are ever-changing technologies/techniques/discoveries and as a result, the need to keep updated increases each day.
144	The training I completed in1993 (diploma nurse) was the second I had taken at Kelsey. In 1979 I completed the certified nursing assistant program; and over the past 17 years have taken many workshops and work related courses and I shall continue to do so.

148 Life long learning is a good concept. It is the driving force that keeps up our interest in life. Whether from an educational institution, reading, or the experiences of everyday living we can and should be willing to learn.

157 Must upgrade to stay current in the job market.

197 Very appropriate - life is a learning experience.

225 Its very important to upgrade skills with changing technology.

256 You have to keep learning if you don't, you stagnate. Continuous learning is essential for a well balanced, interested and interesting person.

Early Childhood Development Diploma

306 In my particular field, wages are extremely low. I want to keep on taking classes in order to further educate myself, building on my knowledge and ability to work in an environment where there maybe a bit of a wage increase. I do love my job though, it's just that it's tough when child care is so misunderstood. People need to realise how important it really is. It depends on what type of education it is and how in-depth it is. I feel that the more a person learns in their life, the more enriched they become. Taking on more education, no matter what your age helps a person to gain more and more knowledge and they are constantly learning something new and valuable. It's extremely worthwhile.

307 This helps give you new ideas or concepts that have been developed for your career.

Food Service Administration

318 You always learn at any new job that you are at. If you're willing to learn you'll progress in most any job.

Hotel and Restaurant Administration

371 My course at Kelsey SIAST was a complete waste of time and my parents money.

Library Technician

384 I have made it a part of my life as opportunity permits.

396 I would like to see more community college type courses offered here. Kelsey courses are too expensive and university courses are rather formal. The extension department at the university is getting expensive but its where I find courses that interest me.

Medical Laboratory Technology

440 Much of what we need to know is learned on the job or through inservices at the workplace. A person is continually learning all through their life as methods and principles change with time.

448 I think its very important to keep your skills updated throughout your working career.

Medical Radiation Technology

476 In radiography we are required to take some kind of continuing education to keep us current. Right now it is not mandatory but will be soon. I think it is important to keep up with the growing technology, especially in the medical field.

485 Life long learning is necessary to grow and remain functional in today's rapidly advancing technical society. It keep you from becoming stagnate and burnt out in the workplace.

Professional Cooking

503 I think that people should take a real hard look at the courses some of the SIAST's have to offer. You can learn more on the job than you can sitting behind a desk & taking notes.

Recreation and Leisure

523 Every single day I find myself learning something new. If you are open minded and humble you will not only learn from your teachers but every one around you. Institutional learning is only the basis for a lifetime of education.

524 I believe one must always be learning if they stop they have stopped living.

546 I feel it is very important for people to continually learn. This can take place through a formal degree, certificate program or seminars.

548 I took the Recreation and Leisure course. This course did not benefit me at all. Very few people have gotten jobs in this field. Most of us had to take other courses at different schools to get a job. I would not recommend this course to anyone.

Rehabilitation Worker Certificate

560 We will always need to learn whether it is to advance our present job or that we feel there is a need to gain. No matter what the reasons are, our need to learn will remain with us. You're never too old to gain.

562 Life long learning is needed in order for people to function personally and professionally. People stop learning when they die or lose intellectual ability due to illness, etc. However, SIAST would greatly improve this concept for all people if they would seriously examine and implement policies for people with physical disabilities. Such policies include modified certificates/diplomas.

577 Don't agree with the policy in Rehabilitation Worker that for second year you have to reapply. Not fair because we weren't informed. Can't get jobs with just first year.

Rehabilitation Worker Diploma

581 The program I have chosen to study is directly related to the Rehabilitation Worker program. Not many of my classes from SIAST were accepted for transfer credits. It was disappointing that 2 years of hard work couldn't account towards another 4 years of studies. It is a frustrating issue for students.

597 I am no longer working due to the fact that I'm at home raising our children. Age: 4 months and 2 years.

Youth Care Worker

612 My formal education is complete for the time, but my education continues throughout my life, my work and through my employment. I believe we learn something each time we encounter a new person; we teach, we learn.

613 Life long learning is not only important for personal growth but in a rapidly changing world necessary in any career or profession. Change and expansion in a more global focus make it essential.

CAD/CAM Engineering Technology

633 The concept of lifelong learning has been in my life since about 1989. Our high school was very concerned with lifelong learning. I feel its a fact of life. Once you start learning you never stop and you have to be prepared to keep learning in this age of high technology.

646 Life long learning is necessary as we change our careers at least five times in a life time.

Industrial Electronics Technician

663 One must continuously study as to upgrading in technology. However, at present it is very difficult to do via SIAST as to the poor quality of the programming and poor quality of a good portion of the instructors and resource department. In 91/92 and before (night classes) I attempted to better myself in IETT, however my academic pursuits were to no avail, as I was asked to leave the program as my results were marginally below the standards. However your system had several immigrants which were supported by my taxes and were allowed to continue in the program. Now I ask you in all fairness how I can answer these ridiculous questionnaires when your system discredited my efforts. Please be more aware of whom you send this s___ to and just how much the whole technology/apprenticeship programs have deteriorated.

668 Definitely a motto to live by. Not learning means becoming stagnant in the workplace. Not what an employer looks for in a crowded field.

674 I feel that in order to somewhat stay in tune with today's ever-changing technologies, one has to continually upgrade his/her knowledge and skills. Because everything changes at such a ferocious pace these days, I don't believe anyone can honestly ever be trained completely up-to-date. I do believe, however, that if you keep yourself aware of these changes and continue in upgrading your basic skills, usually with a good background a person can adjust and compensate to handle an ever-change world. The moment a person thinks they've learned as much as they need to know is the moment that life will teach them a lesson they won't soon forget.

685 It is lots of fun.

Industrial Engineering Technology

706 Lifelong learning should be incorporated into every business. Technology is always changing usually making things more convenient or practical to do. I think that companies that offer additional training to their employees would benefit everyone.

723 Working in a technological field, I felt life long learning is a necessary tool to keep up to data on new technologies, computer programs, etc., to be competitive in the field that I have chosen.

Microcomputer Management

767 It's great if you can afford it.

Agricultural Machinery Technician

773 No matter what field you are in, you are lifelong learning but education or upgrading throughout your life is good and important too. You can't go to school all your life but you can learn all your life. Week long courses or training seminars, night classes, etc. Can all attribute.

791 If you snooze, you lose.

Heavy Equipment Mechanics

865 Not sure what it is. I am now farming.

Industrial Mechanics

880 It will certainly be a must to stay in touch with the pace of progress.

Automotive Service Technician

902 Continuous constant improvement of myself and my job skills. Life long learning is reality and conceptual.

906 They really have great automotive courses in Kelsey Institute. I am glad that I went to Kelsey to learn about the automotive trade.

907 It is very important to both employers and employees but financially is becoming more and more difficult.

948 There's no other way.

Parts Management Technician

968 It is a very good idea as times are changing, so is technology.

974 I think its a great idea and everyone should consider taking new classes and updating their knowledge.

Power Engineering

1021 My course in 1991 served my purpose well, as since then after gaining full time status at work I have worked full time.

Palliser Institute

Auto Body Technician

2013 It is an ongoing process. Without learning everyday of your life and putting effort into what you do in your life you won't get ahead. You have to keep on learning all the time.

Motor Vehicle Mechanical Repair

2104 Any job situation will give you life long learning. Any training you take will give you a foundation that you can keep on learning throughout your life.

Radio-TV Electronics

2134 It is required as you can't get along without constant learning as society is always changing, and you need to keep up with the times.

2135 Never heard of it.

2158 I learned more on the job training from fellow employees and employer and from customers and learning the latest technology in the field than I did while taking the course. You can learn something different and now every day of your life.

Electronics Engineering Technology

2320 You have to keep right on top of things or the knowledge will go right past you. Especially in my field of electronics, things are always being updated. So I have to keep up to new technology in the field.

Instrumentation Engineering Technology

2374 You never quit learning. In other words a person keeps on learning all their life.

Water Resources Engineering Technology

2404 Because your life is a life long learning process, any type of training is beneficial.

Office Education

2437 I believe in taking new courses and learning new things. If you continue to learn new thing you don't fall into a dead end. A person should never stop trying to keep an open mind to learning new concepts.

2454 A person is always updating themselves and keeping up with the new technologies.

Business I

2465 A person definitely should keep learning something new and different, every day of their life.

2474 It means that you constantly learn as you go along in life.

2535 Everybody learns something everyday, whether it be at home or work. You just learn new things as you go along in life.

2537 It never ends. It is an on going process. You are never done learning whether on the job or in every day living.

2702 My life long learning in education has been put on hold until my family is in school. Every day occurrences can be a life long learning experience. It doesn't have to pertain to courses or any training in education.

Wascana Institute

Dental Assisting

3005 I feel it is important to continue learning different things about your job so that it doesn't become boring. It is also important to learn about other things (e.g. hobbies, etc.), so that you are "well balanced". I think it is good that we are required to have continuing education points so that we make a point of going to the courses offered.

3015 In 1991 I graduated from SIAST with dental assisting. In 1994 I applied to take dental hygiene and I was not accepted because I was working in Alberta. Well I was born, raised and completed all my education in Saskatchewan, but since I found a job in Alberta, you felt I was not qualified to meet the requirements of your educational institution. In the future you may want to review your admission requirements especially for alumni who want to further their education at SIAST Wascana.

3034 I enjoy taking various classes just for the sake of learning and expanding my horizons. If I take a real interest in a certain area my career objectives could definitely change. I believe we must do our best to be happy in this world, and unless we always open new doors through lifelong learning, we might never know true happiness!

3044 The reason I enrolled in dental assisting is because that was required before you could enrol in dental hygiene. I worked my required 2 years and then even took 2 university courses to help my chances in dental hygiene. I worked my required 2 years and then even took 2 university level courses to help my chances in dental hygiene. I have been trying to get into dental hygiene for 3 years to further my education but it seems that you need university education in order to be a good hygienist!

3046 Its continual, happens daily.

3054 Life long learning - an excellent way to keep you emotionally, mentally an physically fit.

3059 Knowledge is a powerful tool. With major advances in our world, especially in technology it is important to develop skills and knowledge that will help one to stay in touch. Learning is something one does everyday. It is how our learning is applied to the world, that is important, learning is inescapable and it is something we all have in common and is with us until we die.

Diploma Nursing

3082 It is important to keep up your skills in different areas. It is important to keep up with the ever changing health care system.

3085 In my line of work I learn every day, from fellow co-workers, new experiences, my patients, doctors and education days which are provided by the employer which I attend on my own time. As much as I would like and enjoy taking a more formal course or seminar, as a mother of a young child, a home owner I cannot afford either the time now nor can I see myself being able to afford the high cost of furthering my education formally in the near future.

3086 Continuing education allows you to expand the knowledge in your field, thereby allowing you to be more competent and appreciative of your job.

3096 I believe that education helps build a stronger self-esteem. You are never too old to learn, I provide that to myself.

3109 This is absolutely necessary in the field of nursing to stay current and maintain safe and competent practise.

3110 I feel for me life long learning is done daily on the job. But if I want to further education I'd take my degree.

3150 Life is a continual learning process, dealing with human nature, new procedures and techniques, policies in different agencies. One must be open to change and expanding ones horizons.

3174 In my field change and improvements are happening and learning needs to be lifelong.

Health Record Technology

3200 If you want to keep growing and stay viable you have to keep learning. Besides, it can be fun.

3205 Helps you stay up to date with changing work situations.

3213 I currently work in the research field. I do not understand what the questions have to do with anything.

Nursing Assistant

3220 Its a necessity of life and very important.

3239 It is important to keep on continuing your education as we need to upgrade our skills and increase our knowledge with all the new advancements in the job field.

3253 You never stop learning. I think life long learning is something everyone should practise regardless of their career.

3257 I think life long learning is an excellent concept. I think every person should take advantage of every opportunity to learn whenever they can.

3258 It improves the mind.

Psychiatric Nursing

3283 Education opportunities are always beneficial . A lot are offered through C.N.E., one must be able to keep up with new concepts and skills.

3297 Life long learning is a process whereby an individual continuously learns from his/her experiences. We also learn from our mistakes. Rather than view them as failures they can be seen as positive learning experiences.

3308 I think it is very beneficial to continue to improve and enhance ones skills. It opens many doors for opportunity and advancement and gives a sense of fulfilment.

3318 The facility I work in has various inservices to update the staff, sometimes they slip and it is a long time between inservices. This type of continuing learning is practical and inexpensive.

EMT

3357 Finding that present EMT is not giving high enough salary for credit and responsibility of job. Looking to further myself in business administration through part-time classes for course through Parkland Regional College. I am glad that these courses are made available for those of us who wish to work and further our education and dreams of something better for ourselves. Hope that it continues and with more courses made available.

3376 I hope with all the rural hospitals closing my field of practise will one day be needed. I also wish being a first responder I could branch into the EMT course without repeating some of the course.

3382 I think its important to keep learning new skills and improving on the ones you already have.

3391 There is so much to learn, once you have met your basic career education you can then turn your focus to challenges and interest that meet your minds needs and hopefully the two will interact and enhance both.

3395 Learning should be a life long commitment with classes being accessible to everyone.

3405 No matter what job a person has or how one lives, life itself provides unlimited learning potential. Structural learning offers a more directed knowledge base, each career has special needs that may include such courses.

3407 Life long learning is essential in advancing in today's workplace. Changes in workplace and economy have changed the way a person must work.

EMT - Paramedic

3441 The concept is a good one but only if the cost is less than the benefit. If ones salary or benefit is less than the cost in time and money then the learning isn't worth it, and will there be a job when the learning is complete?

3452 This program starts an individual on the right path, but hands on experience is the best way to learning. There is always something different or new that was not taught that has to be learned. As I work everyday, I have new learning experiences."

3464 Life long learning is to renew and to expand one's knowledge.

3471 Peoples goals change constantly and for me, my interests changed. Learning new things keeps life interesting and is necessary for personal and professional growth.

3505 Life changes and so should we all long with it. This is the main reason why I am considering taking some university classes, which will be of some benefit to my understanding of certain areas of law which is practised in my current firm.

3573 You learn something everyday of your life. Once you've started understanding your strengths for life, learning is a very important factor in keeping those strengths alive.

3587 With today's constant changes in technology and the possibility of full time employment becoming extinct, life long learning seems the only possible way for our generation to make a comfortable living. I believe in the future employers should offer more of this training in support of such classes as they are the only ones who can tell if there is demand in that field.

Auto Body Repair

3597 30% of all jobs out in the market have some form of schooling, the other 70% doesn't. I spent 5 years before taking the auto body course and this meant nothing to my employers. I have found other employment and have doubled my wage in the first year.

3599 It is important to have continuous training in order to keep pace with changing times and technology.

Electronic Communications Technician

3651 The term is self implicating.

Graphic Arts Production

3659 I'm not quite sure what you mean. All I know is living day to day is a learning experience. So just living is a life long experience.

Major Appliance Servicing

3680 Lifelong learning is advance in basically learning something all of the time. Even as adults we are learning, no matter what kind of job we have. A higher education is worth having in this day and age. Learning from everyday experiences is the best way.

Machine Shop Practice

3691 I really have no personal strong views either way on life long learning.

Welding

3726 I think today's employers require you to keep learning to stay employed. The job market is constantly changing and the better equipped you are to meet these changes, the better the chance to stay employed. As with any trade, the higher your level, etc.

Woodland Institute

Chemical Dependency Worker

4071 Lifelong learning is essential to maintaining competence. The world evolves constantly. This means that information, knowledge, and clinical skills evolve also. In order to ""grow with the flow"" we must pursue means of keeping current.

4079 It is necessary for a person to be involved in some type of learning in order to stay up to date in skills, career requirements, and personal achievement. A vitally important area that needs to be made more available.

Corrections Worker

4098 I plan to retire in 1997. Any course I take would be for self interest and enjoyment, (like to study) and a challenge.

4119 I think that people who keep upgrading their education have a better chance for advancement because they have the most updated thinking and knowledge.

Driver Training

4157 A person can never learn enough in a lifetime.

Early Childhood Development Worker

4164 Every learning experience is important to your benefit and every class, course, or program that you have taken in the past should not be a disadvantage, but an advantage in the near future."

4175 I am currently a full-time university student, however, my training in early childhood development is invaluable as I provide services to the department of social services including special needs. Learning is required in all facets of life for all individuals. Learning encompasses personal/individual skills and knowledge as well as career skills and knowledge. Therefore, learning may be on a very informal level (e.g. learning from an elder) or very formal level (highest academic institutions). Life long learning is forever present as long as the world is forever changing. We are now in the information age and people need to learn in order to make advancements while others need to learn in order to keep pace with advancements.

Heavy Equipment Operator

4182 You need secondary education to work in this country because technology and advancement of equipment changes from day to day and year to year. You have to keep learning to keep up.

Integrated Resource Management

4193 Keep up or you become a dinosaur in the field. Technology is changing - failing to keep up will limit advancement or employment prospects.

4195 I totally agree with it! Especially in today's rapidly advancing technology and the need to learn and adapt to things so quickly.

Office Technology

4241 I consider learning of any degree or importance important and necessary, however the job market these days especially here in P.A. is not very good. I had difficulty going to SIAST because of my learning disability - finding a proper tutor that could take time to help me was also difficult. If I had the proper training and the proper tutoring in the future, I think I would be able to succeed not only in education but also in the job market. If you have any questions about this, please call me at (306) 922-9585.

4252 Any training through seminars, courses, programs, is beneficial to one's career professionally, as well as learning for one self. A person needs to be more knowledgeable in their field of work to keep up with the present work force. I'm sure there are people who are experiencing career changes too, therefore, the need to educate themselves in other fields.

Unknown

? Every day is a learning experience and education is a on going thing.

? After a certain point to further education in the trades does no good for income potential, but the personal gratification is a major bonus. The extra training taken and experience should have an award system of some sort.

? With new technologies and materials a person must always be prepared to re-educate themselves.

Appendix E

Questionnaire

SIAST
SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

Longitudinal Study Part II

November 1996

1. Did you take any further education or training since you were enrolled at SIAST in 1991? ___ Yes ___ No (go to Question 6)

2. Was this education or training directly related (in the same field) to the program you took at SIAST in 1991? ___ Yes ___ No

3. What type of education or training did you take? (check all that apply)

	Workshops/Seminars (up to 3 days)	Classes/Courses (up to 40 hours)	Programs (over 40 hours)
University			
SIAST			
Apprenticeship			
Private Trainer			
Other (specify)			

4. If you took a Certificate, Diploma, Degree or Apprenticeship program, what was the name of the program?

_____

5. To what extent did you have the following objectives in taking this additional education or training. Were your objectives met?

	Primary Objective	Secondary Objective	Not An Objective	Objective met? 1 Yes	2 No
Improvement in job opportunities	3	2	1	1	2
Wanted higher wages/salaries	3	2	1	1	2
Wanted to advance work	3	2	1	1	2
Needed to upgrade to keep job	3	2	1	1	2
Greater interest in the field	3	2	1	1	2
Other (specify)	3	2	1	1	2

6. Are you currently employed? ___ Yes ___ No (go to Question 10)

7. Do you generally work: ___ Full Time (30 hrs/wk on average or more) ___ Part Time (less than 30 hrs/wk on average)

8. Is your current employment directly related (i.e. same field) to the SIAST program you took in 1991? ___ Yes ___ No

9. If you are earning more than you were in 1992, to what extent do you think this increase in salary can be attributed to:

	Completely	Partially	Not At All
More experience	3	2	1
Additional education or training	3	2	1
Inflation	3	2	1
Career change	3	2	1
Promotion	3	2	1
Other (specify)	3	2	1

Continued on other side ...

10. Are you currently taking any further education or training? ___ Yes ___ No

11. Are you planning to take further education or training in the next 18 months? ___ Yes ___ No

12. What type of education or training are you presently taking (insert a 1) or planning to take (insert a 2)?

1 = Currently Taking 2 = Planning to Take

	Workshops/Seminars (up to 3 days)	Classes/Courses (up to 40 hours)	Programs (over 40 hours)
University			
SIAST			
Apprenticeship			
Private Trainer			
Other (specify)			

13. If you are taking or plan to take a Certificate, Diploma, Degree or Apprenticeship program, what is the name of the program?

_____

14. To what extent do you have the following objectives in taking or planning to take this education or training?

	Primary Objective	Secondary Objective	Not An Objective
Improvement in job opportunities	3	2	1
Wanted higher wages/salaries	3	2	1
Wanted to advance work	3	2	1
Needed to upgrade to keep job	3	2	1
Greater interest in the field	3	2	1
Other (specify)	3	2	1

15. Do you think taking any education or training should be for credit towards a certificate, diploma or degree? ___ Yes ___ No

16. Please comment on the concept of Life Long Learning.

Thank you for completing this survey.
Please return it in the enclosed reply envelope.